

Programme 92.†

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(January to March, 1922.
May to July, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated first.

Old Testament History,* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. III., pp. 55-115.

(a) *S.P.C.K. Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 2/-). (d) *The Saviour of the World*, Vol. V. (P.N.E.U. Office, 3/-), pp. 63-122.

(e) *The Acts*,* by E. M. Knox, pp. 191-256 (Macmillan, 3/6).

(f) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/6), with lesson on Easter.

For Sunday Reading (optional):

(a) *The Romance of the Bible*, by G. Hollis (Well, Gardner, Burton, 5/-), pp. 1-82. *Attila and His Conquerors*, by Mrs. R. Charles (S.P.C.K., 2/6), or, *Origen and His Times: a Tale of the Third Century* (S.P.C.K., 3/6). *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 1-97.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament: a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Writing.

Choose and transcribe passages from Shakespeare's *Julius Caesar*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

Composition.

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays an essay on the subject. Narrative poems on events that have struck you.

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 23-45, or, Morris's *English Grammar** (Macmillan, 1/9), pp. 73-87; 96, 97; 109-125.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 1-90. (a) Shakespeare's *Julius Caesar** (Blackie, Plaintext, 7d.). (b) *Sigurd the Volsung*,* by W. Morris (Longmans, 2/-). (c) Malory's *The Knights of the Round Table** (Blackie, 1/-). *Poems of To-day** (Sidgwick & Jackson, 3/6): know the poems of six poets.

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pages 1-65 (B.C. 55-901). Make a chart of the period studied (B.C. 55-901), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events.

French and General History.

Creighton's *First History of France** (Longmans, 5/-), pp. 1-26 (B.C. 55-901). *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/9), chapter 10. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 3/-), putting in illustrations from all the history studied. *The Great War, 1914-1918*, by C. R. L. Fletcher (Murray, 6/-), pp. 120-156 (optional).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 163-186. North's *Plutarch's Lives: Julius Caesar** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6). *Social and Industrial Life*,* by St. Loe Strachey (Macmillan, 2/6), pp. 106-146.

Geography.

The Ambleside Geography Books, Book IV.* (4/-), pp. 249-278; 284-308. *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 2/-), pp. 108-145. *Letters from High Latitudes*, by Lord Dufferin (Blackie, 1/-).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of the world every week. Phillip's *Atlas of Comparative Geography* (new edition, 3/-), may be used. See also tests under P.U.S. "Scouting."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Children to make maps of new boundaries from memory. Teacher to use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 141-163. Ruskin's *Ethics of the Dust** (Dent, 2/6), Lectures 8-10 inclusive.

Keep a Nature Note-Book (P.N.E.U. Office, plain 4/-, or interleaved 3/-), with flower and bird lists, and make daily notes. For out-of-door work choose some special study: leaf-buds, cotyledons, etc. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): January to March. Furneaux's *A Nature Study Guide* (Longmans, 6/6).

General Science.

*Architecture** (Jack, 3/6), pp. 65-86. Geikie's *Physical Geography** (Macmillan, 1/9), pp. 91-136.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 72-84 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 3/3).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 42-51, 56-59, 62, 64.
The School Set of Mathematical Instruments (Macmillan, 2/-).

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 7-9 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 6-10.

Latin.

Second Latin Course, by Scott and Jones (Blackie, 3/6), pp. 40-62, or, better, Dr. Smith's *First Latin Course* (Murray, 4/-), pp. 1-13.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 13-15 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Les Deux Bossus* (Blackie, 1/-); parse two pages. Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

The Fésolé Club Papers,* by W. G. Collingwood (out of print). Choose special studies. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Jan Steen and Gerard Dou (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, January, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two Easter hymns, a Psalm of David. Two modern poems, or, a scene from *Julius Caesar*, or, 50 lines from *Sigurd the Volsung*, or, Macanlay's *Battle of Lake Regillus* (Blackie, 4d.).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/6), pp. 216-248.

Music Appreciation.

See Programme of Music (Schumann), *Parents' Review*, January, 1922: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing.

Three French songs, *French Song, with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21-26 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswood, 1/-), tables 69-72. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6). Hockey.

Work.

Do some definite house or garden work. *Simple Repoussé Work*, by E. J. Bradford (Charles, 1/9). *Simple Garments for Children*, by Synge (Longmans, 6/-), or, *Needlecraft in the School*, by M. Swanson (Longmans, 7/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). *Cooking: Tried Favourites Cookery Book* (Marshall, 2/6). See also (unless working as Guides) tests under P.U.S. Scouting (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms. Forms III. and IV. may work together in all history subjects (including Scripture).

N.B. 3.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 7d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); envelopes to match 1/6 a packet. Also the School Badge (4/6), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 4.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 5.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 6.—All letters *re* School and Programmes, *except* book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "He loved him as he loved his own soul." Give an account of this friendship.
2. What happened at Adullam, Engedi, Gilboa, Ziklag? Tell the whole story in two cases.
- II. 1. Describe the journey of St. Paul to Antioch and his first sermon there. What was the result of his preaching?
2. What do you know of (a), the healing of the lame man, (b), the call of Timothy, (c), St. James?
3. "The people sat in darkness." "I am the Light of the world." Show the full meaning of these statements?

Writing.

Write ten lines of poetry from memory.

Dictation (unprepared).

The Knights of the Round Table, page 60, "So as . . . world."

Composition.

Write an account for your School Magazine on,—

1. "And so the Princess was happily married," or, "And the Prince called for three cheers for the Begum of Bhopal."
2. Write some verses on one of the following,—Sir Galahad, Ulysses, Sigurd, The Coming of the Swallows, Shackleton's Grave.

English Grammar.

1. Analyse, parsing the words in italics,—

"I wander'd *lonely* as a cloud
That floats on *high* o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils."

2. Give, in sentences, four examples each of transitive and intransitive verbs.
3. Give, in sentences, examples of four kinds of (a), pronouns, and, (b), adjectives,

- or, 3. What do you know of the original meaning of the verbs,—
can, shall, will, may, must, ought?
4. Into what classes are adverbs divided? Give examples
of each.

Literature.

1. Give some account of (a), The "Father of English Song," or, (b), The "Father of English History."
2. Write, as you would act, a scene from *Julius Caesar*, in which Cassius and Casca appear.
3. Write, as far as you can in the style of Malory, of "how Sir Launcelot and Sir Lionel departed for to seek adventures."
4. What do you know of the Mabinogion?

English History.

1. What do you know about Roman Camps and Roman Roads in Britain? Mention any you have seen.
2. Why are English people described as Anglo-Saxons? Give some account of the history contained in this term. What traces of it have we still?
3. Describe the conversion of Mercia.

French and General History.

1. Write an account of (a), Clovis, (b), the government of Charlemagne.
2. Describe the coming of the Northmen.

Citizenship.

1. (a), "Veni, vidi, vici," (b), "To cross the Rubicon." What events in Julius Caesar's life gave rise to these popular sayings? Describe Caesar's great victory at Alesia.
2. Show that we are all paid labourers. What do you understand by Integrity? In what various ways should integrity be shown?
3. What duties has a British citizen towards the Empire? What is the value of the common citizenship?

Geography.

1. Give a map of Scandinavia, putting in the chief physical features, and write a short account of the scenery. Between what parallels do Norway and Sweden lie?
2. Write "A Letter from High Latitudes" about Iceland.
3. Give an account of one of the "Famous corsairs of France."

Natural History.

1. What plants would you expect to find in a hedge, in a ditch, and on a moorland? Describe fully one of each.
2. Describe, with diagrams, six kinds of leaf-buds, or cotyledons, that you have examined.
6. What past history is contained in a piece of tourmaline and a piece of marble?

General Science.

1. What is a glacier and how is it formed? Give a diagram. Describe some of the motions of the sea.
2. How would you recognize a Norman building? Can you describe one?

Picture Talk.

Describe Jan Steen's "An Old Woman Reading."

Arithmetic.

1. Reduce $1\frac{1}{175}$ and $4\frac{1}{16}$ to vulgar fractions in lowest terms.
2. Express $7\frac{5}{18}$ and $7\frac{5}{18}$ as decimals and subtract one result from the other.
3. Find the cost of papering the walls of a room 15 ft. by 13 ft. and 9 ft. high; paper 21 inches wide at 2/- for 12 yards.

Geometry.

1. The three angles of a triangle are together equal to two right angles.
2. If the bisector of the vertical angle of a triangle is at right angles to the base, the triangle is isosceles.
3. If the opposite sides of a quadrilateral are equal, the figure is a parallelogram.

German.

1. Describe, in German, the picture to Lesson 8.
2. Make sentences using the Imperfect Indicative of,—*fragen, antworten, strecken, sein, öffnen.*
3. Make sentences using the prepositions *an, auf, in, unter, vor,*

or, Italian.

1. Make sentences, in Italian, using.—Is there? There is not. I had been. We were. He shall be. There will be.
2. Use, in sentences, the Italian for,—one, first, fifth, six, five.
3. Conjugate the Imperfect Indicative and Past Definite and Subjunctive Present of *comprare*.

Latin

1. Rewrite with *dicit*:—Section 90, 1-14.
2. Answer, in Latin, the questions, section 88, page 41.
- or, 1. Use, in sentences, the Latin for,—of a good lord, small tables, O good boys, to great kingdoms, to a famous sailor.
2. Use, in sentences, the genitive and dative singular of,—*judex, aetas, miles, trabs, hiems, dux.*

French.

1. Describe, in French, a visit to Versailles, or, an incident from *Les Ailes de Courage*.
2. Use, in sentences, the comparative and superlative of,—*jeune, bon, bien, petit, peu.*
3. Make sentences, using the French for,—I believe. Do you not believe? They do not believe. Would you believe? Does he believe?

Drawing.

1. An illustration (with name) from *Julius Caesar*.
2. A memory sketch from one of the pictures you have studied.
3. A design in twigs for a frame.

Musical Appreciation.

- I. How many kinds of Children's Music are there? Give examples of each type. In what category would you place Schumann's "Scenes of Childhood," and why?
2. Write a few lines on any *five* of the following,— Clara Wieck; "Träumerei"; the "Lied" or art-song; Florestan; G.A.D.E.; Jean Paul Richter; Schumann's use of the "Marseillaise."

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from *Shakespeare*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1. — Examination to begin on Monday, March 27th. Papers to be posted on Saturday, April 1st, *with no other enclosures*.

2. — Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3. — Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4. — Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5. — Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.

P.N.E.U. CONFERENCE.

Handicrafts, Nature Note-Books, Century Books, sketches or other drawings, which are *really well done* may be sent to the Secretary, House of Education, Ambleside, but *not* with the Examination Papers. Stamped and addressed cover for return must be enclosed, and the packet (not more than 4 exhibits for one scholar) should reach Ambleside by May 15th.